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ABSTRACT

Ohio is both very large and very urban. Like other midwestern states, it has been undergoing a number of major changes simultaneously, including: (1) a white population decline and an increase in minorities; (2) severe economic disruption and increased unemployment due to the downturn in manufacturing; (3) a lack of "high end" service economy development; and (4) shifts in the traditional family structure caused by high divorce rates. While it appears that manufacturing is again becoming viable in Ohio, the state must do more to diversify its economy and to further reduce unemployment, particularly in the creation of new businesses, where progress has already been made. Black populations in Ohio have done well in terms of suburban residency and middle-class income levels. Since 1980, retention to high school graduation in the state has improved while college-going rates remained roughly the same. The next decade will witness a steady increase of minorities in Ohio schools. The state should work to improve the high school graduation rate of Blacks and Hispanics, the access for minorities to higher education, and the daycare and early childhood education programs for the women who will increasingly enter the work force. (17 references) (KM)

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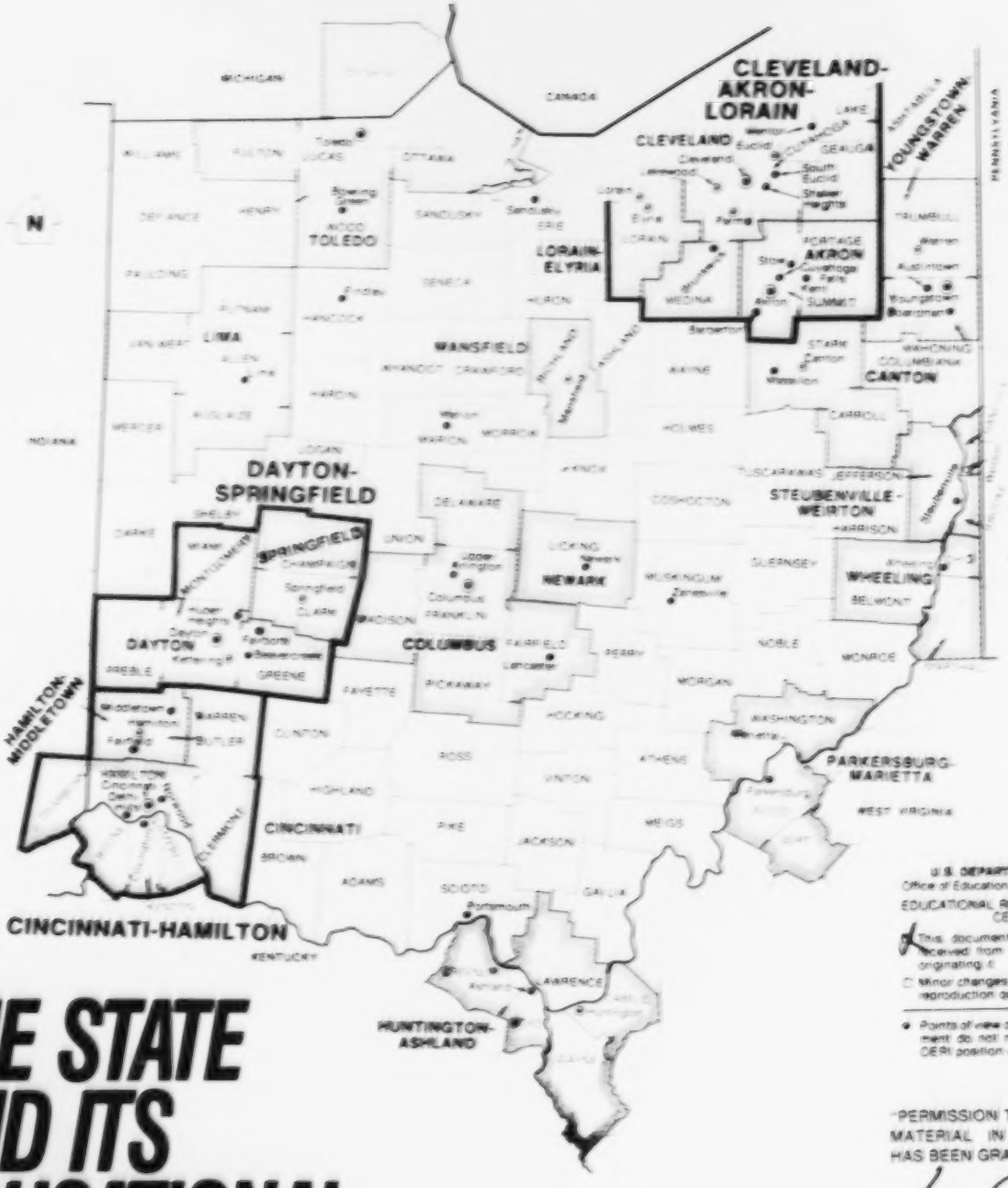

THE STATE AND ITS EDUCATIONAL SYSTEM

BY HAROLD L. HODGKINSON

EA 021 761

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The report brings together a wide variety of materials having to do with Ohio. This integration could not have been accomplished without a computer program called Super-File, which has been a joy to use. The author's gratitude goes to FYI, Inc. and the geniuses who made it possible.

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Errors of fact and interpretation, however, remain the responsibility of the author.

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COVER NOTE:

This unusual map of Ohio shows how the state looks demographically. The thick lines indicate metro areas (where 86% of Ohio people live). In thinking about Ohio's future, these areas are the equivalents of mountains, rivers and roads on conventional maps. "People Maps" like this one are becoming increasingly important tools for politicians and marketers of products and services—even to educators!

OHIO:
THE STATE AND ITS EDUCATIONAL SYSTEM

HAROLD L. HODGKINSON
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OHIO: THE STATE AND ITS EDUCATIONAL SYSTEM

Like several other Midwestern states, Ohio is much more complex than first appearances would suggest. The state has 17 metropolitan areas, more than any other North Central state. Eighty percent of Ohio's citizens live in these metro areas, making Ohio very urban. On the other hand, there are some areas in Ohio with rather low population densities. It is both *very* urban and *very* rural. In addition, like Indiana, Ohio is both a Great Lakes and Great Plains state. It combines the manufacturing tradition of Michigan with the traditional family values of the "heartland" states of the Midwest. Even more important is the Appalachian tradition in Southeastern Ohio. (One look at the cover map of Ohio will show the major characteristic of Appalachian states—metro areas that are shared with neighboring states. These shared metros are mainly in Southeastern Ohio).

When Toqueville wrote about America in the 1830's, he visited Ohio which was, in many ways, the "frontier." He described a group of exceedingly individualistic people, all seeking their personal destinies with little regard for state concerns—somewhat the way some see Californians today, and for similar reasons. There has been a nonconformist feeling in much of Ohio's past, leading to the formation of both Antioch and Oberlin Colleges—now very different, but both stemming from a commitment to individualism and to service through individual efforts. Thus, Antioch's devotion to work-study programs, and Oberlin's earlier devotion to sending activist missionaries around the world.

The many "firsts" in Ohio education support this notion. Both the first kindergarten and the first junior high were located in the Columbus, Ohio area. And McGuffy was a Professor at Miami University of Ohio when he wrote the incomparable Readers that still bear his name. Not only was Ohio the first state designated in the Northwest Territory (and Ohio University in Athens, Ohio, the first university), but also Ohio State University was the (chronologically) first of the Land Grant universities chartered under the Morrell Act. Back in 1868, the first professional baseball team was founded in Ohio—the Cincinnati Reds. Continuing the tradition, it was not unexpected that the first man to set foot on the moon was an Ohioan named Neil Armstrong, based on an earlier orbital flight by another Ohioan named John Glenn, and still earlier flights (1903) by two Buckeye brothers named Wilbur and Orville Wright.

Throughout most of its history, Ohio has been a rather middle-class state—economically well-off farmers and rather well-off factory workers. Per capita income was high, tax rates were low. In recent years, however, Ohio's manufacturing sector, much of it subcontracting for Detroit, has been put through a major wringer with increased unemployment and lower personal income levels. By about 1985, some indicators were turning around, indicating that the major job of downsizing industry, converting manufacturing workers to other tasks, and developing a service base for the economy were beginning to work. The state still has some hardship to bear, but Cleveland is now lively, energetic and the home of the Rock Music Hall of Fame as well as a world class symphony orchestra; while Akron has achieved economic purity by rebuilding with new businesses, even though the city now makes no passenger car tires, which was its former mainstay. As we will see, one major problem confronting Ohio is the development of a strong set of service corporations and businesses with a large number of *middle-income* jobs, essential for the state's economic diversification.

It should be worth pointing out that the American population is not distributed evenly by state. In fact, these ten states have *half* of the U.S. population: California, New York, Texas, Illinois, Pennsylvania, Ohio, Florida, Michigan, New Jersey and Massachusetts. In this sense, Ohio is a part of a bigger "Big Ten" than the football conference!

At this stage, let us look at a general picture of Ohio before going into more specialized areas:

OHIO PROFILE

1980	Population	6th	10,797,000
1985	Population	7th	10,744,000
1980	Black Population	10th	1,076,000
	Percent Black	19th	10%
1987	Black Population	*	990,000
1980	Hispanic Population	15th	119,000
	Percent Hispanic	34th	1.1%
1980	Asian Population	39th	47,829
	Percent Asian	*	0.4%
1980	Foreign Born	27th	2.8%
1980	Population over 65	29th	10.8%
1987	Population over 65	*	12.4%
1980	Population under 18	23rd	28.7%
1987	Population under 18	*	26.7%
1980	Median Age	20th	29.9 years
1987	Median Age	*	32.2 years
1980	Working Women	37th	48 %
1980	College Graduates	40th	13.7%
1985	Personal Income	25th	$13,228

*Data not available

From these numbers we can paint a picture of a very large state with a large but slightly declining black population and a small but increasing Hispanic population (the amount of increase is not certain at present). The state is aging rapidly, with more older and fewer younger persons. The social traditions of the state assumed single wage-earners, usually male, while women kept house. In the past, with active unions and high wages, the state's household income was high. Today, it is very difficult to live a middle class existence without two earners in a household. Related to this issue is the fact that Ohio is high on secondary graduates and low on college graduates.

Although sources differ, Ohio has clearly lost ground since 1970, both in terms of deceased income and increased unemployment. The good news is that the unemployment rate has gone from 12.5 percent in 1982 to 8.1 percent in 1986. The bad news is that this improvement in *percentage* was accomplished while moving from 640,000 to 426,000 unemployed in 1986, still a very large number of *persons*. However, the numbers mask a decline of 11.2% in well-paying manufacturing jobs, not made up by the increase in low-paying service jobs. In addition, nonwhite men had a much higher unemployment rate than other groups. To get a better sense of these issues, let's take a look at the various components of the Ohio economy. The first column gives the percentage of workers engaged in that area, the second compares the number of jobs in that sector to the nation's workforce, with 100 being the baseline for the U.S. as a whole.

OHIO WORK FORCE AND INDUSTRIES, 1980*

	% OF WORKERS	INDEX
AGRICULTURE, FORESTRY, MINING, FISHING	2.5%	63
CONSTRUCTION	4.6%	78
MANUFACTURING	30. %	134
TRANSPORTATION	6.6%	90
RETAIL, WHOLESALE TRADE	20.4%	100
FINANCE, INSURANCE, REAL ESTATE	5. %	83
BUSINESS, REPAIR, PERSONAL SERVICE	7. %	83
PROFESSIONAL SERVICE	19.7%	97
PUBLIC ADMINISTRATION	3.9%	74

*1986 data indicates similar proportions, except for manufacturing jobs, which have declined.

There are some encouraging things about this profile. First, the low index for agriculture is not bad, considering the difficulty agriculture is in today. Also, although the dependency on manufacturing is high (Michigan's index is 134), Ohio has more "arrows in its quiver" than does Michigan. One major problem is in construction, an area very predictive of *future* economic growth. In 1985, with a 7.9 percent unemployment rate for the state, *21.9 percent* of construction workers were out of work, even though the state had very creatively worked to create new construction jobs. It is hard to imagine a state with an expanding economy *and* decreased construction.

The state's dependence on manufacturing is slowly declining. A large number of manufacturing workers have already been retrained through the state's excellent vocational education programs. More progress has been made in this area than in the equally important task—*creating a large number of well-paying jobs in the service sector.* The areas with the best potential for this are finance, insurance, real estate and business services (relatively undeveloped in Ohio); and second, public administration, especially state government. These two sectors had the lowest unemployment rates in 1985, and the first area remains a major source for new well-paying jobs in the expanding service sector of the U.S. economy as well as Ohio's. *Diversification* of economic resources is the name of the game in the next decade, especially into the high end of the service economy which has both stability and growth potential. Compared to other states, Ohio has made real strides in entrepreneurship instruction in Ohio's vocational education curriculum at high school, collegiate and adult education levels. In the areas of job placement, accountability, job creation and development, these efforts promise significant gains in the future.

Several Ohio publications emphasize the number of new jobs created rather than the *income levels* of those new jobs. In the U.S. today, 3.5 million people work full time, yet are eligible for Federal poverty programs. The "declining middle" of our economy is now well documented, stemming from the fact that in 1986, 41 percent

WHO DOES WHAT IN OHIO?
(4,555,200 Total Workers In 1986)

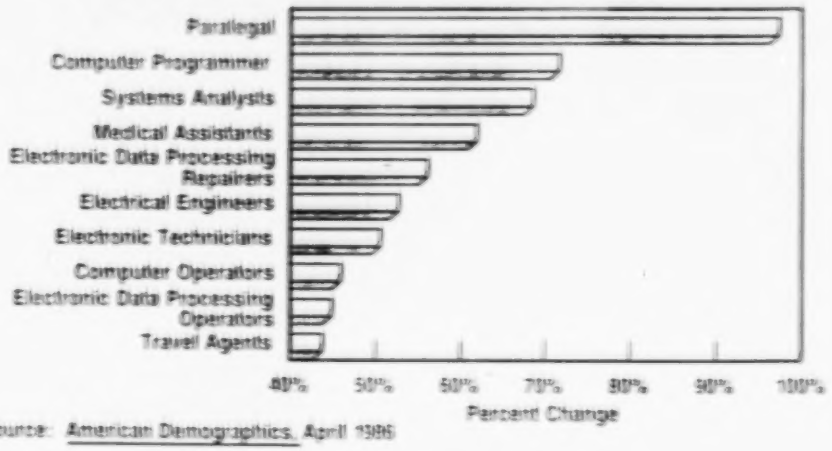
Doctors	18,200
Dentists	5,300
Lawyers	19,000
Computer programmers	13,000
Mathematicians	200
Secretaries	181,400
Fast food	220,200
Janitors, maids	132,600
Laborers	222,500

of all service jobs paid less than $15,000. Barry Bluestone stated in May, 1987 that two-fifths of all *new* jobs in the U.S. paid less than $7,400 in 1986 dollars. Although some of these are part-time jobs, the decline in pay is very real for the new jobs in low-level services. This needs to be carefully monitored in Ohio, given the current job force.

Much attention is given in Ohio (and other states) to the future of computer programmers in the workforce, but there are 17 fast food workers in Ohio for every computer programmer! It is easy to get forced by the numbers on *percentage* growth of an occupation computed to the *number* of new jobs created. Look at the U.S. projections for 1985-1995:

FASTEST GROWING JOBS IN TECHNICAL AREAS

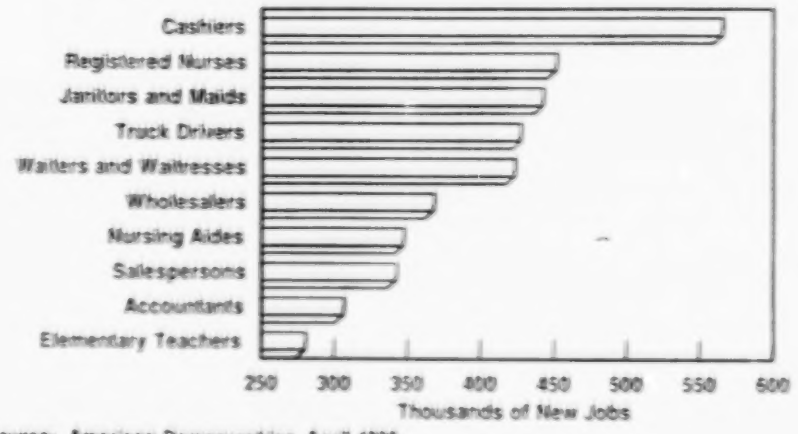
(Fastest Relative Growth, 1985 to 1995)



Source: American Demographics, April 1986

MOST NEW JOBS IN TRADITIONAL OCCUPATIONS

(Fastest Absolute Growth, 1985 to 1995)



Source: American Demographics, April 1986

For Ohio to move ahead, the state will need *new jobs that pay well*. Fortune Five Hundred companies do not generate most new jobs. The largest number (and percentage) come from recently established small businesses—we start about 600,000 new ones each year. Ohio needs to start more new small businesses and help them along. For example, the National Center for Research in Vocational Education has stated that between 1980 and 1982, small companies created 2,650,000 new jobs while large companies *lost* 1,664,000 jobs. This makes at least as much sense as "smokestack-chasing" existing manufacturing concerns to get them to relocate in your neighborhood.

As we think about equity in Ohio, one yardstick is the number of minorities who have moved to suburban residences (called metros) from the city itself. As of 1980, Ohio looked like this:

BLACK SUBURBAN POPULATION: 1980

	City	Metro Area
Cleveland	573,000	1,898,000
Black Population	251,000	345,500
Columbus	564,000	1,243,800
Black Population	124,000	136,900
Cincinnati	385,000	1,401,400
Black Population	130,400	173,300
Toledo	354,600	1,015,400
Black Population	61,800	103,500
Dayton	203,000	942,000
Black Population	73,080	113,040

This means that 94,500 Cleveland blacks live in the suburbs, 12,900 in Columbus, 43,000 in Cincinnati, 41,700 in Toledo and 40,040 in Dayton, or 232,100 for the state total of black suburbanites in these major cities.

Another equity indicator is *income* levels. The Joint Center for Political Studies has ranked American metro areas as follows by black *income* levels in 1986:

METROPOLITAN AREAS RANKED BY BLACK INCOME LEVELS:

1. Nassau-Suffolk, NY
2. Miami, FL
3. Columbia, SC
4. Richmond, VA
5. Newport News-Hampton, VA
6. Columbus, OH
7. Los Angeles-Long Beach, CA
8. Dayton-Springfield, OH
9. San Diego, CA
10. Gary-Hammond, IN
11. Indianapolis, IN
12. Charleston, SC

Ohio has two metros in the top eight—an excellent record. Columbus does well because blacks do not need to move to the suburbs to find middle-class housing, as it still exists in the city itself. Also, the state government, located in Columbus, is a major provider of black middle-class jobs. Open college enrollment programs also have helped.

Ohio's crime rate is low for a very urban state, but not Cleveland:

1980 OHIO CRIME RATES (CRIMES PER 100,000 CITIZENS)

	Murder	Rape	Robbery
Ohio	26th (8.1)	19th (34.3)	9th (223)
Cleveland	2nd (46)	3rd (122.8)	6th (1,187)
Columbus	18th (15.3)	13th (81.8)	14th (573)

Cleveland is the only major crime city in what is a relatively safe state. However, it is clear that cities are the most dangerous places, compared to the state average! In addition, Ohio has 134 prisoners per 100,000 population, which is a lot of tax money that could have been used for education or health care, etc. Remember that it costs a state approximately $24,000 to have a prisoner in jail for one year, about $3,500 for a college student.

Ohio also has a high divorce rate, ranking 12th. There are 585 divorces for every 1,000 marriages. The consequences of this major change are vital for the state, particularly in assisting women with dependent children and no husband to gain work skills and avoid increasing the "feminization of poverty" in Ohio.

The state ranks low in venereal disease, but the *cities* are another story—Cincinnati is 6th in gonorrhea (1,750 cases per 100,000), Cleveland is 9th (1,712), Columbus is 15th (1,387) and Dayton is 20th (1,228). Not only are gonorrhea and syphilis (a much more dangerous disease) important social problems, but there is also much evidence that venereal disease is a good marker for AIDS.

Two-thirds of Ohio's citizens were born in the state which contributes to the relative stability of the population. It also means that today's Ohio kid is *very* likely to become tomorrow's Ohio *adult*. Compared with Nevada, in which 78% were born in another state, one can see the differences in planning strategy. It is even more important that Ohio educate its children, as they will become the citizens, workers and voters of that state's future. It is interesting to note that Ohio ranks 26th in voter turn-out with only 60 percent of Ohio registered voters voting in national elections.

That should be enough background on this interesting state so that we may now look at the educational system within a meaningful context.

OHIO'S EDUCATIONAL SYSTEM

From 1970 to 1982, Ohio schools lost more students than the national figures:

Ohio School Enrollments 1970-1982

	1970	1982	Net	1986-1987
Total	2,423,800	1,899,100	−23%	1,793,500
Grades 9-12th	703,400	624,700	−11%	585,400
Grades K-8th	1,720,400	1,274,400	−25.9%	1,208,100

While the nation's schools lost 13 percent, Ohio lost 23 percent, a typical pattern for the mid-Atlantic and North Central states from 1970 to 1982. However, by 1985-86, many states were reporting an increase in elementary school enrollments, which would begin to work up through the system. Declines will "bottom out" in Ohio, but this will happen later than in most neighboring states, and the upturn will be slight. However, because the decline is so heavily white, the percentage of minority students in Ohio will increase more rapidly than in previous decades. Here is how the state's schools look on a variety of indicators:

Ohio School Profile

	Date	Ranking	Percent	Amount
High School Graduation Rate	1980	18th	77.5%	
	1984	16th	80.5%	
Per Pupil Expenditure	1980	25th		$ 2,321
	1986	26th		$ 3,547
Teacher Salary	1980	26th		$16,200
	1986	23rd		$24,500
Pupil/Teacher Ratios	1982		19.7%	
	1985		18.4%	
Percent of Children In Poverty	1982		12.2%	
Percent minority	1986–87		16.2%	
Black			14.2%	
Hispanic			1.1%	
Asian			0.8%	
Percent Bilingual	1982		0.5%	

Although increases are reported for teacher salary and per pupil expenditure, Ohio's *relative* position on those indicators has not changed, as other states have increased proportionately. However, on retention, Ohio has improved its standing considerably at a time when other states have had trouble doing so. This is during a time when minority percentages have also shown some increases without lowering retention rates. One of the reasons for this good showing is a factor we have already mentioned—the (relatively) large number of minority middle-class members in Ohio. Like other large cities in the nation, Ohio's urban schools have "minority majorities" in many cases, but lots of these students are from stable homes with parents who care about them and support their school achievements. The issue is not just race, but also *class*—we have learned that middle-class minority children can perform almost identically with middle-class white children.

Only Ohio, Pennsylvania and New Jersey, of the large urban states, have done so well on retention, leaving New York, California, Texas and Florida in the bottom ten while Pennsylvania, Ohio and New Jersey rank 14th, 16th and 19th respectively.

Ohio has made improving high school retention a state priority since 1980. There is a tradition in the state (as in Pennsylvania) that one needs a high school diploma to get a good job in a factory (but not a college degree). The Ohio schools have capitalized on the work ethic that is deeply inbred in the state. In addition, retention is one major reporting category in the state's 12 indicators of progress which school districts submit to the Department of Education. The Office of Public Instruction publishes the top and bottom of the list throughout the state. Another source of the high retention level is the excellent statewide vocational education program. There are more reasons to stay in school in Ohio than to drop out, in that many potential dropouts are able to see a relationship between what they are studying and the kind of job they hope to have. As a result, many vocational education students go on to college, once they realize that they can do the work at that level. Vocational education programs are organized in 49 districts, serving every high school in the state.

Ohio has also been well ahead of the pack on developing better articulation between schools and colleges in the state. Their Commission on Articulation was appointed in 1980, as a collaborative act between the Ohio Board of Regents and the State Board of Education. (In some other states familiar to the author, these groups are just beginning to know each other's names). Their focus on curriculum articulation, student and teacher competence and assessment antedated the "reform" movement in America by several years. Also in the vanguard are the early math and English composition tests for college placement, used to improve public school performance.

In addition, a very exciting "Classrooms of the Future" project was begun in 1986 as a cooperative venture. Applying colleges and universities will be working collaboratively with school systems in their geographic areas to develop new approaches to the problems of elementary and secondary education in the future. These innovations will then be implemented and tested in prototype K-12 and vocational schools in the program.

Let's now take a look at Ohio's higher education resources which are profiled on the following page.

This profile shows a diversified set of institutions, covering all sectors of higher education. Note that although independent institutions enroll a smaller percentage of all students than previously, their actual student *numbers* have not changed greatly. As with most other states, the increase in enrollments from the "Baby Boom" was disproportionately in the public institutions, making independent campuses *appear* weak, while in fact they have been holding their own in terms of student registrations. In addition, if one wants to find increasing student diversity by age and ethnicity, one looks at the two-year institutions in Ohio. As with the nation, they have enrolled a disproportionately large share of older and minority students.

Although tax revenues for operating costs of higher education have increased (up 13% from 1983 to 1985), the state has not "gained" much in comparison with others. The very tight budget situation in 1987-88 will make major increases unlikely for either higher education or the public schools. Fortunately, both sectors are involved in many new projects anyway. In addition to those already mentioned, a number of higher education institutions in Ohio are engaged in major efforts to rethink undergraduate education, requirements for the major, and the nature of general education and the liberal arts. (More definitive assessment of teaching quality does not yet seem a major issue in Ohio higher education, but that is also true for the nation). Also needed, in the author's view, is a rethinking of the nature of higher education and the world of work, an area in which Ohio clearly has the capacity to lead the nation.

Looking at Ohio minority enrollments in a bit more detail, it seems that some major changes are taking place:

Higher Education Minority Enrollment

	Two-year		Four-year	
	1980-81	1984-85	1980-81	1984-85
Black	15,766	15,764	30,016	23,442
Hispanic	1,096	1,116	2,329	2,684
Asian	668	819	2,511	4,136
American Indian	461	508	808	769

The downturn in black four-year enrollments has been considerable, while the four-year Asian enrollment almost doubled. Other state studies support the Ohio data: Asians tend to "level up," in that they will attend the *highest* level of institution they can. If admitted to a state college or the state "flagship" university, they will unhesitatingly

Institutions of Higher Education:	138	1983	
Two-year Programs	58		
Bachelor's Degrees	44		
Graduate	36		
Public Institutions	64		
Independent Institutions	53		
Enrollment, All First Year Students	88,426	1970	
Enrollment, All First Year Students	108,867	1984	
Total Enrollment	535,592	1983	
Total Enrollment	518,435	1984	
Independent Enrollment	95,727	1967	30%
Independent Enrollment	98,393	1984	19%
Bachelor's Degrees Awarded	42,937	1983	
Bachelor's Degrees to Black Students	2,057		
Full-time Minority Enrollment	33,695	1982	
Minorities as Percentage of Full-Time Enrollment		1982	11%
Full-time Faculty	15,680	1983	
Tax Effort for Higher Education	89	1982	(100 U.S. average)
Tax Funds for Higher Education	$386,017,000	1974-75	
Tax Funds for Higher Education	$846,331,000	1982-83	
Tax Funds for Higher Education	$954,860,000	1984-85	

attend the flagship. The data are even more striking for graduate and professional study in Ohio:

Minority Advanced Programs Enrollment

	Graduate		Professional	
	1980-81	1984-85	1980-81	1984-85
Black	3,041	2,328	758	722
Hispanic	426	380	121	173
Asian	643	922	146	265
American Indian	109	142	42	27

As blacks decline in both graduate and professional areas, Asians are increasing in both. Remember that total enrollments in Ohio declined from 535,592 in 1983 to 518,435 in 1984. Although these numbers are a very small chunk of the approximately 518,000 students in Ohio higher education, it is a *significant* small chunk, particularly if Ohio wishes to keep its excellent record regarding the black middle-class populations, and wishes to do better regarding Hispanics and American Indians. In addition to efforts of public institutions, Ohio's independent colleges have been exceptionally serious on issues of minority populations, both students and faculty. One only hopes that we can learn from their experiences since the 1960's in order to do better in the 90's.

In general, Ohio has done well economically for its citizens even without a high level of tax effort. However, the manufacturing turn-around should indicate that in the future, Ohio will have to work harder just to stay even—in education, in new job creation, in citizen participation, in equity for its minority citizens. The trick is not to lower the standards, but to increase the effort.

GENERAL CONCLUSIONS

Ohio is both very large and very urban. Like other states in the Midwest, it has been undergoing a number of major changes simultaneously, including a decline in the white population and an increase in minorities, an economic system that underwent severe disruption due to the downturn in manufacturing and resulting in increased unemployment, the lack of development in the "high end" of the service economy, and some major shifts in family structure. While there is some evidence that manufacturing is again becoming viable in Ohio, partly through the retraining of workers to assume new tasks, it is also clear that the state has more to do in order to diversify its economy and further reduce unemployment, particularly in the creation of new businesses, where progress has been made.

Black populations in Ohio have done well in terms of suburban residency and middle-class income levels. The state needs to do more to ensure that middle-class minority populations continue to increase in number, particularly making sure that the state provides equitable access to the new jobs in the Ohio economy, and that a large number of these new jobs pay a reasonable wage. (Remember that last year in America, 3.5 million people worked full time, yet were eligible for federal poverty assistance). The key to this development is in new small business starts, particularly in the high end of the service sector—financial services, real estate and insurance, business services, technical services, etc.

A few of the key issues are listed below:

1. Can the state provide an educational system that will actually link students (high school and college) with jobs?
2. How can the state capitalize on its excellent rate of retention of young people to high school graduation, and work harder on the number of those who go on to college, and college graduation?
3. How can the state encourage additional small business ventures to start up in Ohio, particularly in high end services and with minority participation?
4. Given the good beginning, what else can Ohio do to encourage meaningful and useful collaboration between the public school and higher education sectors, given that they are part of one system?
5. Hundreds of major companies in Ohio have been genuinely interested in educational issues at all levels. How can these resources be brought to bear on Ohio's range of educational problems?
6. How can jobs be provided for women without increasing overall unemployment rates?

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OHIO—SUMMARY OF MAJOR POINTS

1. Ohio is a very large, very urban state, with an aging and declining white population and gradual declines in the adult black population. Its traditional family structure is beset by high divorce rates (528 divorces per 1,000 marriages), and lowered household income because women are still not in the workforce in proportionate numbers. Ohio has ranked low on "level of effort" measures, in that there is more taxable wealth than is used to provide public services.
2. Even though the manufacturing sector of the Ohio economy has been through a troubled decade, with increased unemployment, it appears that the worst is over, as unemployment rates begin to decline, and new jobs are generated. However, we need to keep a careful eye on those new jobs in terms of how much they pay, particularly in the service sector.
3. While the manufacturing shifts were taking place, the Ohio *educational* system did not show a proportional decline in quality. In fact, retention to high school graduation has even improved since 1980, and college-going rates remained roughly the same.
4. Ohio has two metros—Columbus and Dayton-Springfield—in the top ten in terms of black family income. This excellent record can be expanded and built upon in the years ahead.
5. The youth decline in Ohio is steeper than in most other states, and does not really turn around until about the year 2,000 for high school students. The next decade will reflect a steadily increasing percentage of minorities in Ohio schools, and eventually in Ohio's voters, workers, parents and college students. As youth become scarce, they become too important to be allowed to fail.
6. The future professoriate in Ohio will be heavily white and Asian, as those are the groups disproportionately represented in graduate and professional school enrollments.
7. A good agenda for Ohio would be to work on improving the high school graduation rate for blacks and Hispanics, better access for minorities to higher education, the development of new small businesses especially in the high end of the service sector, better daycare and early childhood programs as more women in Ohio enter the workforce, and increasing the graduation rates in Ohio higher education as well as further improving the articulation between the segments of the higher education system and with the public schools.